

**MANCHESTER BOARD OF EDUCATION**  
**REGULAR MEETING**  
**MONDAY, FEBRUARY 26, 2018**  
**KEENEY ELEMENTARY SCHOOL**  
**179 KEENEY STREET**

**Curriculum & Instruction Committee Mtg.**  
**Board of Education Meeting**

**5:30 P.M. – Conf. Rm.**  
**7:00 P.M. – Gymnasium**

- A. OPENING**  
1) Call to order  
2) Pledge of Allegiance  
3) Secretary's Welcome  
4) Board of Education Minutes 2-12-18 A – 4
- B. COMMITTEE REPORTS –**  
1) Personnel & Finance Committee Meeting Minutes 2-12-18 B – 1
- C. CONSENT CALENDAR**  
1) Personnel Information C – 1  
2) Transfer of Funds C – 2  
3) Establish an appropriation for FY17/18 for General Improvements to Alliance Districts' School Building Grant Program in the amount of \$1,080,000 C – 3
- D. REPORT FROM STUDENT REPRESENTATIVE -**  
Nabila Hoor Un Ein and Patrick Doherty
- E. PUBLIC COMMENTS (any item before the board)**
- F. SUPERINTENDENT'S REPORT**  
1) Keeney Elementary School Improvement Plan – Mrs. Julie Martin-Beaulieu, Principal F – 1  
2) Update on Teacher Attendance and Climate, Mr. Matthew Geary, Superintendent of Schools
- G. UNFINISHED BUSINESS –**  
1) **Policy Recommendation:**  
The Policy Committee submits to the full Board its recommended revision for a second reading and approval in accordance with its policy on policy changes:  
**Policy Revisions:**  
1) Policy 4305 – Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder G – 1  
2) Policy 4114 – Personnel – Non-Discrimination G – 2  
3) Policy 5014 – Students – Non-Discrimination G – 3  
4) Policy 6174 – Summer Education Program G – 4
- H. NEW BUSINESS – None**
- I. PUBLIC COMMENTS (comments limited to items on tonight's agenda)**
- J. COMMUNICATIONS - None**

**K. ITEMS FOR FUTURE AGENDAS**

Monday, March 12, 2018	Lincoln Center	Fall / Winter Data Update
Monday, March 26, 2018	Highland Park	HP School Improvement Plan
Monday, April 23, 2018	Lincoln Center	Academics Update
Monday, April 30, 2018	Illing Middle School	Illing School Improvement Plan
Monday, May 14, 2018	Lincoln Center	Update on Building Projects
Tuesday, May 29, 2018	Lincoln Center	Manchester High School Improvement Plan
Monday, June 11, 2018	Lincoln Center	Adult Education Update
Monday, June 25, 2018	Lincoln Center	Spring Data Update
Monday, July 9, 2018	Lincoln Center	Close of School Update
Monday, August 27, 2018	Lincoln Center	Opening of School Update

**L. Executive Session: School Safety and Security Measures**

**Library**

**M. ADJOURNMENT**

*Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):*

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be substituted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

Manchester Board of Education  
Personnel & Finance Committee Report  
February 12, 2018

Attendees: Committee Members Neal Leon, Deborah Hagenow, and Peter Meggers

Also in attendance: Superintendent, Matthew Geary and Director of Finance & Management, Karen Clancy, and Glen Ellis of Advanced Copier Technologies, Inc.

Mrs. Clancy reviewed the status of the 2017-2018 budget. In summary, there are no significant changes from the prior status report. The budget freeze remains in effect. Approximately \$450K has been encumbered to cover any projected budget shortfall. We have shifted some grant funded salary positions back to the grants and will continue to review positions and move them accordingly. With a budget freeze still in place, we project overall expenditures to remain within budgeted dollars but will have limited flexibility.

Mrs. Clancy provided an update on the current copier contract with Advanced Copier Technologies, Inc. (ACT Group) which will expire March 31, 2018. ACT Group submitted a 4-year agreement proposal under the CT Consortium for Cooperative Purchasing Contract.

There was discussion relative to changes in transportation for the 2018-2019 school year with the closing of Robertson Elementary School, the return of Waddell students back to Waddell Elementary School and the movement of all 5th grade classes to Cheney/Bennet. Datteo is currently looking at the impact of these changes on transportation as well as our current transportation policy. An update will be provided to this committee at the next committee meeting.

Mrs. Clancy provided an update on school lunch accounts. Student negative lunch account balances continue to be an issue. Mrs. Clancy and Mr. Aldi are reviewing options to collect outstanding balances. They will continue to look for ways to increase communication with families and reduce negative balances.

Mrs. Clancy distributed and reviewed the updated 2018-2019 Budget Development Calendar that reflects the dates of the Town Public Hearing and budget workshops.

There was discussion regarding the use of funds that are provided by Cigna to the district that are designated for wellness events.

The next Personnel & Finance Committee meeting is scheduled for Monday, March 26, 2018, at 5:30 p.m., at Highland Park Elementary School.

Respectfully Submitted,



Karen L. Clancy  
Director of Finance & Management

**PERSONNEL ACTION**

**APPOINTMENTS**

NONE

**RESIGNATIONS**

NONE

Town of Manchester  
Board of Education

**To:** Manchester Board of Education  
**From:** Mr. Matthew Geary, Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** February 9, 2018

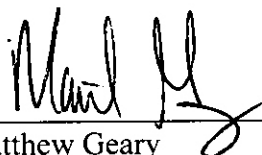
**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

**Discussion/Analysis:** Transfer from System-wide Computer Technology Computer Supplies and Materials in the amount of \$13,489. Transfer to System-wide Computer Technology Computer Equipment in the amount of \$13,489.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.



Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
February 26, 2018

5 - 2/13/18  
eD  
file 2-13-18

Manchester Public Schools  
Manchester, Connecticut

RECEIVED

FEB 13 2018

To: Accounting Department

School: Kennedy Education Center  
BY ACCOUNTS PAYABLE

Date: 2/9/2018

Principal's Sign: Keri Kearney

Date of Approval: 2/12/18

**JUSTIFICATION (Required Field) :** Move money from Educational Technology Computer Supplies to Computer Equipment to purchase network modules and cables that needs to be place prior to purchase of Firewall.

**SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:**

**DECREASE In whole dollars only:**

\$13,489.00	Account # 11299100 5612	Description: <u>computer supplies</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$13,489.00 **TOTAL DECREASE**

**INCREASE In whole dollars only:**

\$13,489.00	Account # 11299221 5734	Description: <u>computer equipment</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$13,489.00 **TOTAL INCREASE (Must match total decrease)**

**Accounting Department Only**

Board Approval Needed: Yes ☒ No ☐

Date of Board Approval: \_\_\_\_\_

Date Transfer Completed \_\_\_\_\_ Name: \_\_\_\_\_

Town of Manchester  
Board of Education

**To:** Manchester Board of Education

**From:** Matthew Geary, Superintendent of Schools

**Subject:** Item for Appropriation FY17-18 General Improvements to Alliance Districts' School Buildings Grant Program

**Date:** February 22, 2018

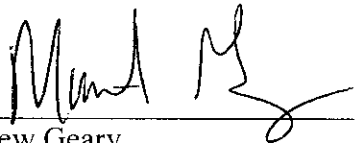
**Background:** Public Act 15-1 created the General Improvements to Alliance Districts' School Buildings Grant Program to help maintain or repair school buildings in Alliance Districts. The program goal is to assist districts unable to keep up with ongoing demands of maintaining and updating their facilities.

**Discussion/Analysis:** This grant is intended to fund projects in FY17-18 that would not otherwise qualify as school construction grant projects under Chapter 173 of the Connecticut General Statutes. All projects must be completed by June 30, 2018.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for an award for FY17/18 General Improvements to Alliance Districts' School Building Grant Program in the amount of \$1,080,000.



Matthew Geary  
Superintendent of Schools  
Manchester, Connecticut  
February 26, 2018

# Welcome to Keeney!





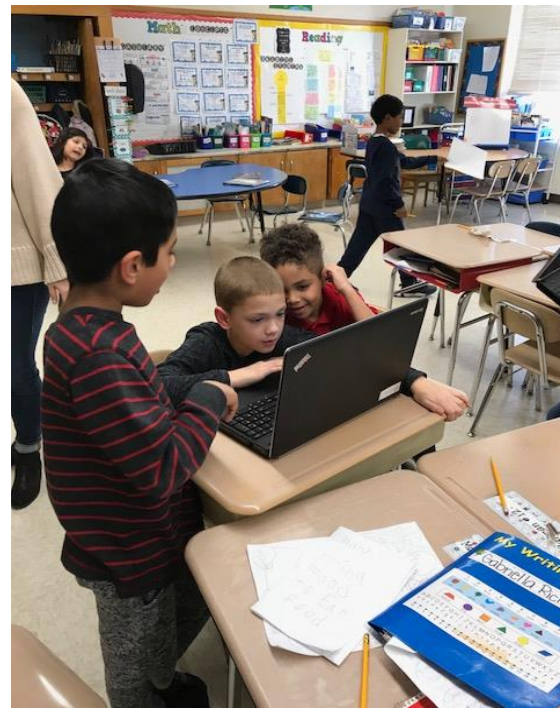
# Continuous Improvement

- Where do we want to go?
- How will we get there?
- How will we mark progress?

Academics			
Priority	Strategy	Action Steps	Fidelity Indicators
Teaching (Curriculum and Instruction)	Teachers will strengthen implementation of all components of the workshop model in reading, writing, and math	Provide embedded professional development to support differentiation through work in PLCs and coach support. Monthly visits from Lit Life, intentional action planning with Math Life and targeted coaching cycles for teachers.	Beginning 17/18 school year, develop a grade level timeline for PLCs based on district assessment calendar (classroom and district assessments, student work, pacing, etc...) Teachers will utilize this data to design lesson plans focused on targeted objectives as evidenced by small groups and mini lessons.
		Develop a teacher learning walk process to strengthen professional relationships in order to provide feedback around the effectiveness on the components of the workshop model.	Data collected from Learning Walks (structured opportunities for feedback)
		Develop a teacher-to-teacher learning walk process to strengthen professional relationships in order to provide feedback around the effectiveness on the components of the workshop model.	By fall of 2017 teacher led learning walks will be begin. Goal will be every other month. Data shared with staff after each visit
	Implement our next level of Personalized Learning Work.	Clearly articulate the purpose of personalized learning to key stakeholders.	News letters home, PTA meetings, website information, faculty meetings, PLT (Personalized Learning Leadership Team)
		Offer internal professional development led by PLT	Plan is developed and administered by January 2018.

Culture and Climate			
Priority	Strategy	Action Steps	Fidelity Indicators
Student Climate			
Student Social and Emotional Safety	Implement Social Emotional Security Core Practices 1: Develop and implement a systemic approach to teach and reinforce expected behaviors 2: Ensure equitable, logical, and developmentally appropriate consequences and opportunities for restorative and collaborative practices when behaviors occur that don't meet expectation	Professional Development opportunities will occur throughout the 2017-2018 school year around deepening the understanding of Restorative and Collaborative practices  Teachers will strengthen classroom and schoolwide positive communities through intentional relationship building as well as implementation of restorative practices and logical consequences	A calendar of PD opportunities will be developed and implemented in the area of Restorative Practices.  Classrooms teachers will implement circles at least three times per week as evidenced in classroom visits by support staff and principal reviewing circle intentions outlined in classroom teacher's weekly plans
		Develop a system to address tier 2 and tier 3 behaviors	Matrix and discipline data will be reviewed with staff throughout the year in staff meetings and in the Climate Team  Teachers and support staff will create

# Overall Goals



# Family School Partnership in Improvement

I

## 1718 Family Survey, August

Please take a moment to complete this form to give us an idea of your hopes and expectations for the coming school year. All questions are optional.

Name

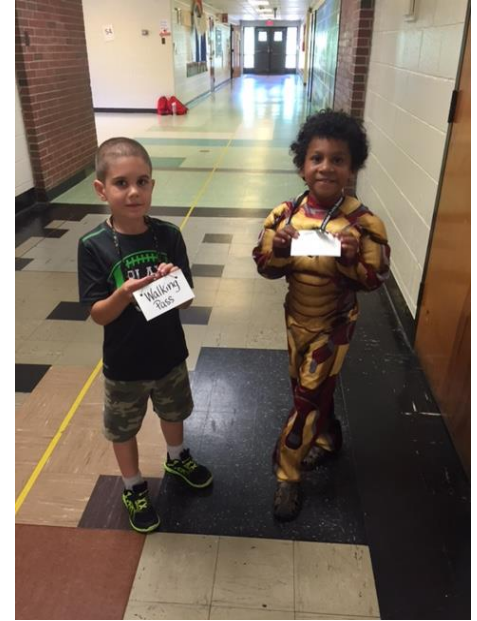
Your answer

## Family Feedback Survey December, 2017

Please take a moment to complete this form to help inform our work moving forward and to monitor our progress thus far on our schoolwide improvement efforts.

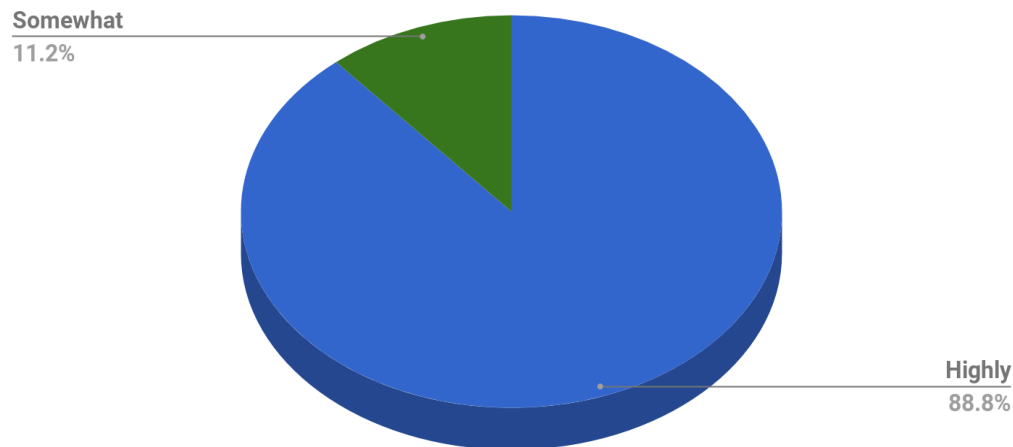
# Student Culture and Climate

- ... to develop empathy and the confidence to advocate for what is right.
- ... to develop capacity to regulate emotions and behaviors.
- ... to contribute to a positive, learning community.



# Strengthen System for Teaching Expected Behaviors

How important is this goal?



# Systems for Teaching Expected Behavior

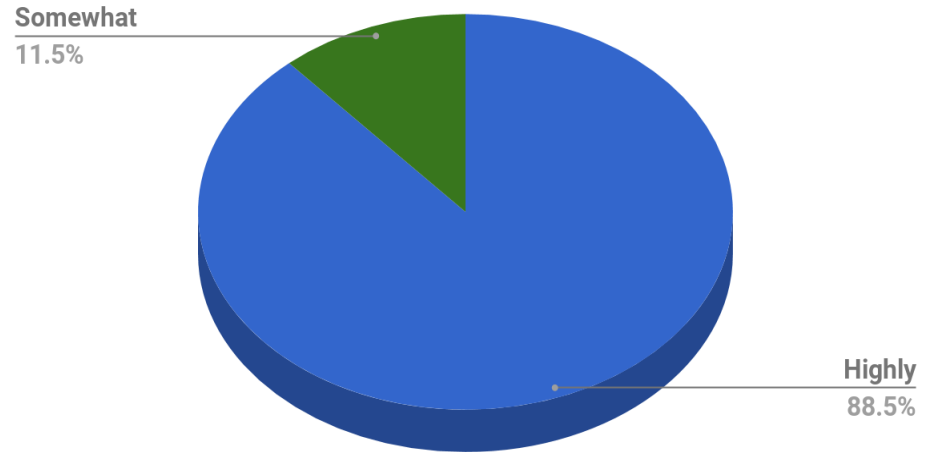
1. Schedule of School Wide Instruction

1. Continued implementation of our SEL curriculum

Date	Expectations to teach	Description/Lessons
September 6, 7, 8	<ul style="list-style-type: none"> <li>Hallway</li> <li>Cafeteria</li> <li>Classroom</li> <li>Recess</li> <li>Assembly</li> </ul>	<a href="#">Cafe Expectations</a> <a href="#">Hallway Expectations</a> <a href="#">Recess Expectations</a> <a href="#">Assembly Expectations</a>
September 11,12, 13	<ul style="list-style-type: none"> <li>Following Directions</li> </ul>	<a href="#">Following Adult Directions</a>
October 5, 6	<ul style="list-style-type: none"> <li>Cafeteria Expectations</li> <li>Respecting Displayed Learning</li> </ul>	<a href="#">Respecting Student Work</a>
November 1, 2, 3	<ul style="list-style-type: none"> <li>Cafeteria Following Directions</li> <li>Respecting Displayed Learning</li> </ul>	
December 7, 8,	<ul style="list-style-type: none"> <li>Hallway</li> <li>Cafeteria</li> <li>Recess</li> </ul>	
January 2, 3, 4, 5	All	

# Strengthen System for Responding to Unexpected Behavior

How important is this goal?



# Systems for Responding to Unexpected Behaviors

1. Calm, Work, Return
2. Connecting Consequence to Harm

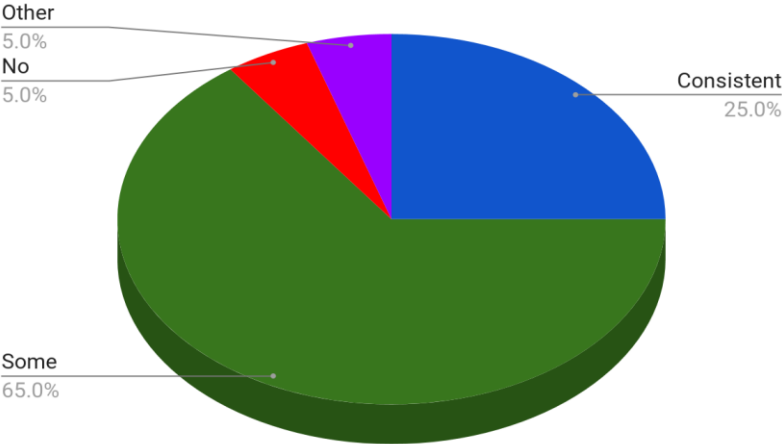
THINK SHEET	
CALM* WORK* RETURN	
NAME:	
WHAT HAPPENED?	
WHAT I DID I DO?	
WHAT HAPPENED BECAUSE OF WHAT I DID?	
WHAT ARE TWO BETTER CHOICES I COULD HAVE MADE?	
1.	
2.	
WHAT WILL IT LOOK LIKE WHEN I RETURN ?	



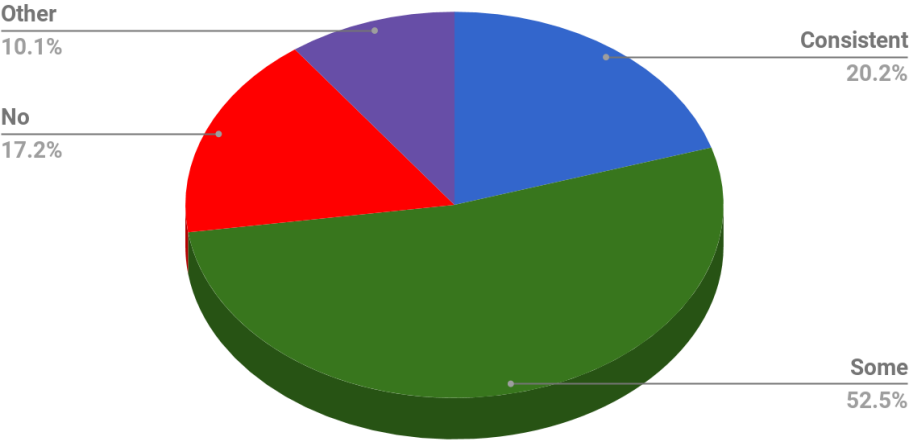


# Student Climate Action Steps: How are we doing?

Do you see evidence of us teaching expected behavior?

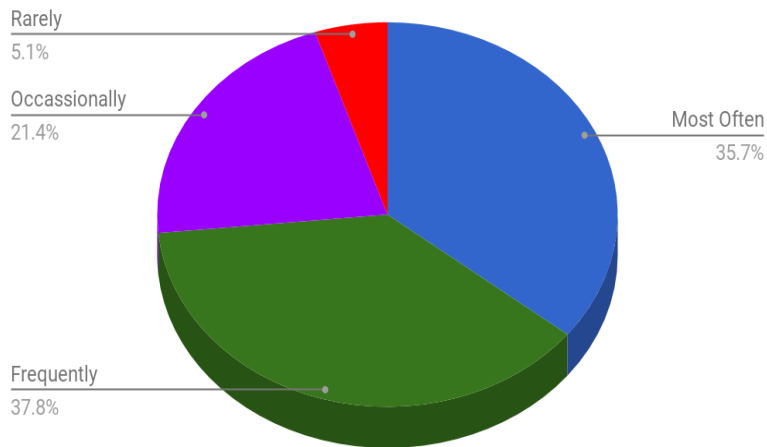


Do you see evidence of us strengtning our response to unexpected behavior?

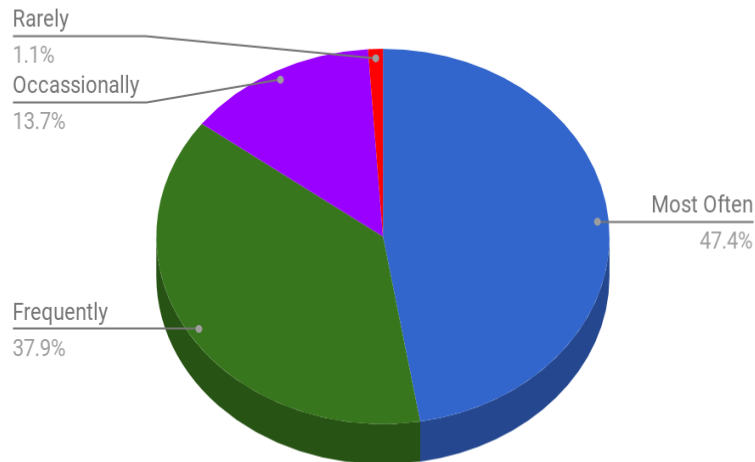


# Did my child feel Emotionally Safe in the class?

## August Responses

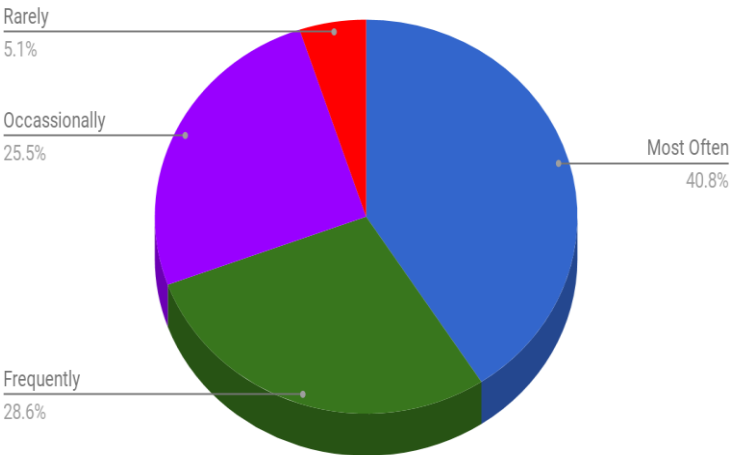


## December Responses

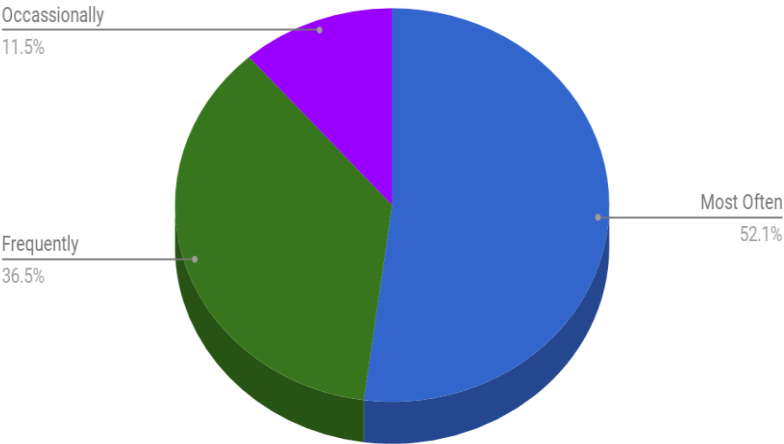


# Did my child feel physically safe in the class?

August Responses



December Responses



# August Narrative Trends on Surveys

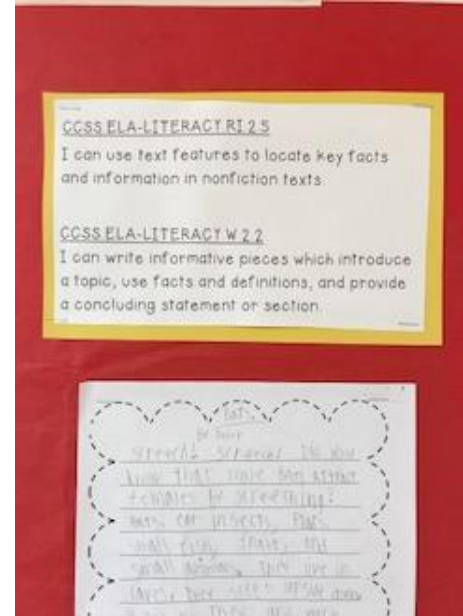
- ❖ Concern about lack of overall discipline in the school and need for more consequences.
- ❖ Concern about a small group of children using all school resources due to behavior
- ❖ Parents want more communication about their child's academic performance before conferences
- ❖ Parents want more communication regarding behavior incidents (general information as well as specific to parents of involved students)

# December Narrative Trends on Survey

- ❖ Parents want their child to be challenged academically.
- ❖ Parents want more information about their child's academic performance before conferences.
- ❖ Parents want more information about how we are supporting students academically.
- ❖ Families are happy and children like their teachers.

# Student Academic Achievement

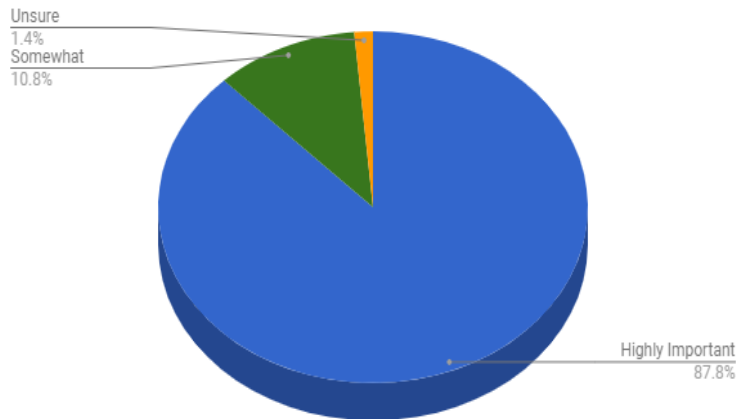
1. ... gain knowledge
2. ... strengthen critical thinking skills
3. ... persevere through challenging tasks



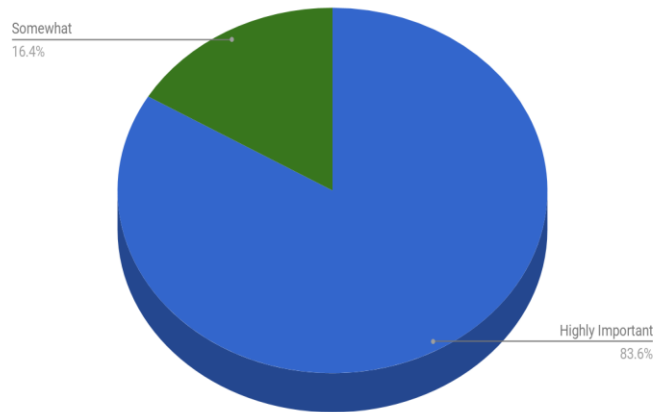
# Family Feedback: Academics

How important is it that we focus on . . .

Response system for  
struggling students?



Making sure every student is  
appropriately challenged?



# Strengthening our PLC Process

- Analyzing student work
- Analyzing assessments
- Collaborate





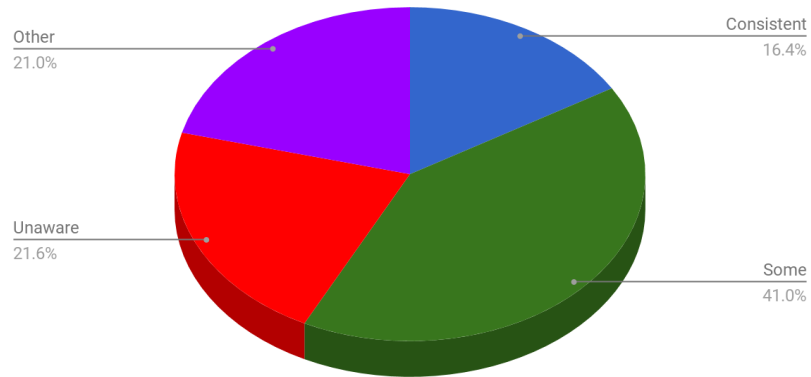
# Evidence of Challenge

Consider: If you visited a classroom and thought, "Wow...it really looks like students are engaged in learning experiences that are appropriately challenging for them!" what did you see?

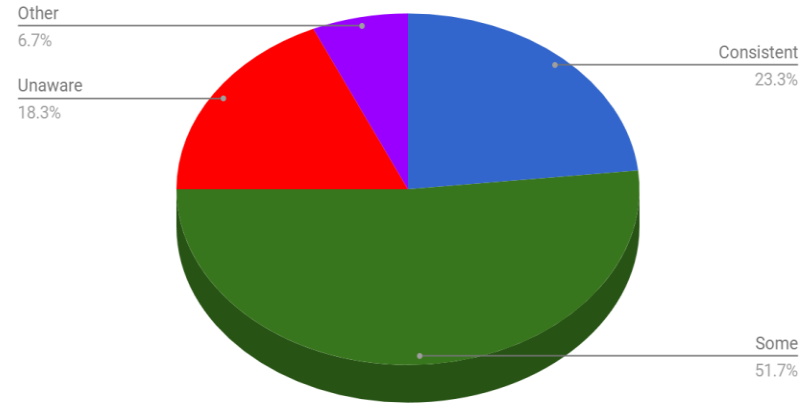
Content/Structure	Description
Math	<p>When students come to a difficulty, they know how to access tools (manipulatives or peers) to assist.</p> <p>Students engage in conversation where they are challenging each other's thinking and defending their answers.</p> <p>Students know their own learning goals. They can answer the questions, "what am I working on/learning right now?" and "how is this helping me become a better mathematician?"</p> <p>Students show perseverance and problem solving when things become difficult.</p>
Independent Reading	<p>Students are sticking with a book for a long period of time.</p> <p>Students demonstrate what they are working on as readers.</p> <p>Students know their own learning goals. They can answer the questions, "What am I working on/learning right now?" and "How is this helping me become a better reader?"</p> <p>Students show perseverance and problem solving when things become difficult.</p>
Independent Writing	<p>Students know their own learning goals. They can answer the questions, "What am I working on/learning right now?" and "How is this helping me become a better writer?"</p> <p>Students are discussing their writing with other students and are giving each other feedback (both positive and recommendations).</p> <p>Students are sticking with writing for a long period of time.</p>

# Family Feedback: How are we doing?

## Struggling Learners

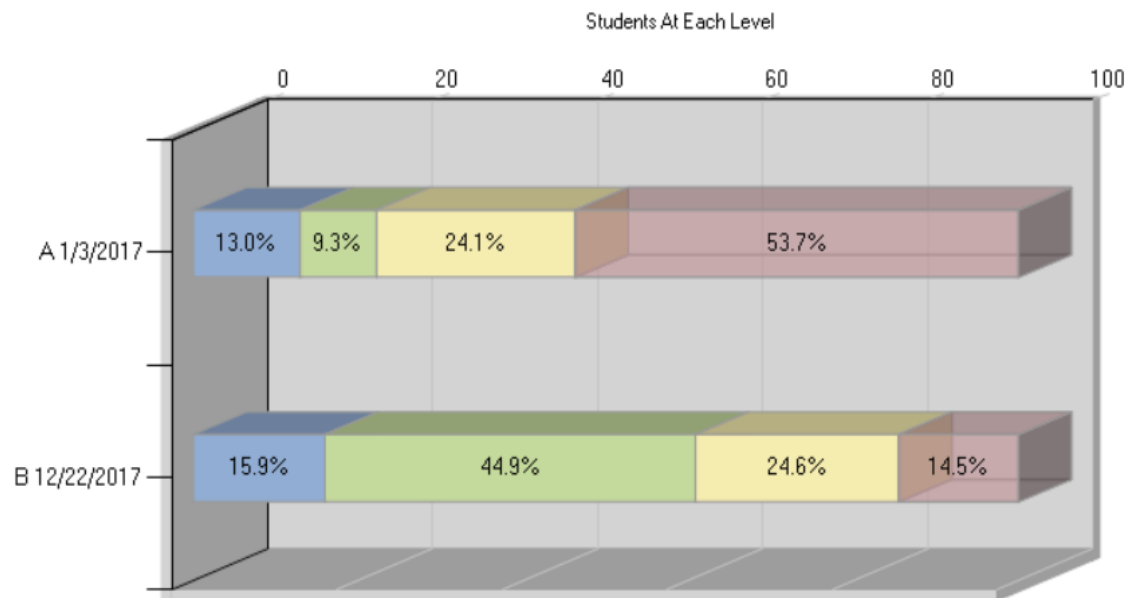


## Challenge for All



# Kindergarten F&P Winter to Winter

Winter 2017: 23%  
Winter 2018: 70%



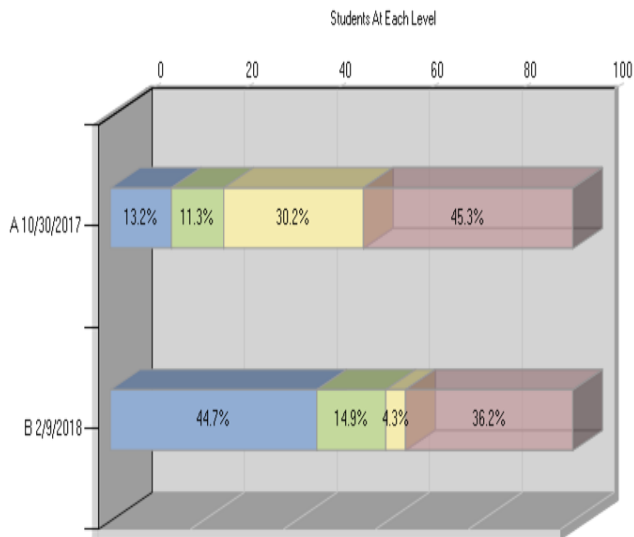
A: F&P Winter GrK (1/3/2017)  
B: F&P Winter GrK (12/22/2017)

# First Grade: Fall to Winter

## F&P Data

Fall: 24.5 %

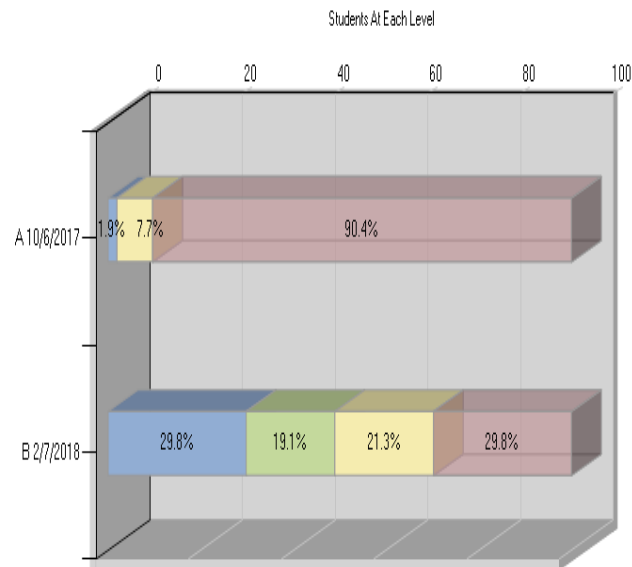
Winter: 60%



## Fluency Data

Fall: 9.6 %

Winter: 48.9%

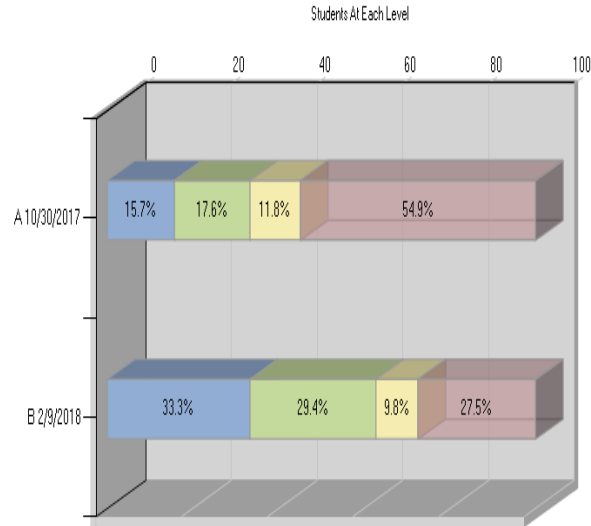


# Second Grade: Fall to Winter

## F&P Data

Fall 33.3%

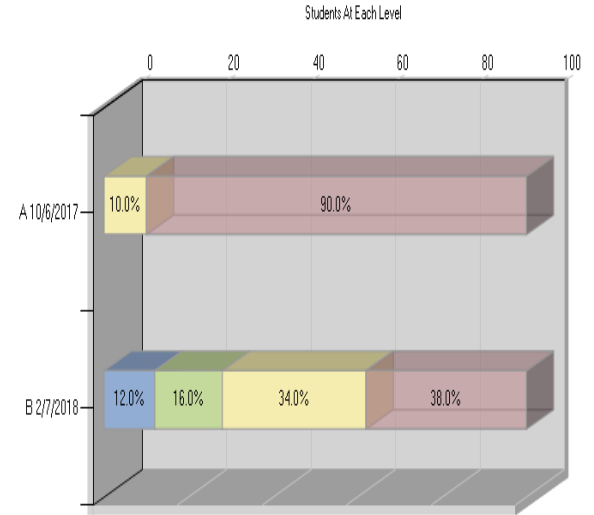
Winter: 62.7%



## Fluency Data

Fall 0%

Winter: 28%

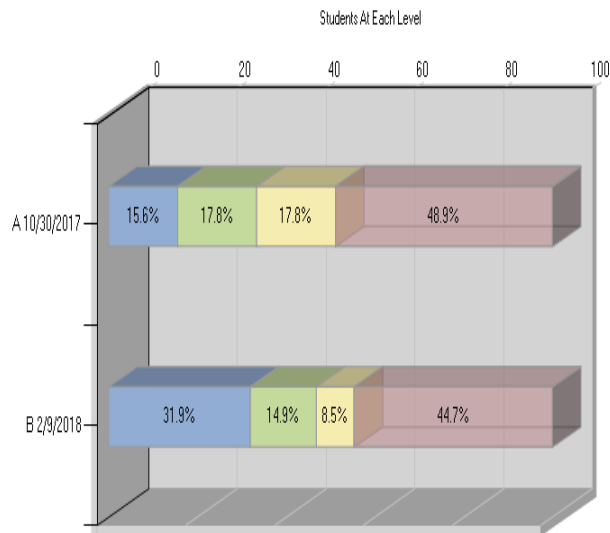


# Third Grade: Fall to Winter

## F&P Data

Fall: 33.4%

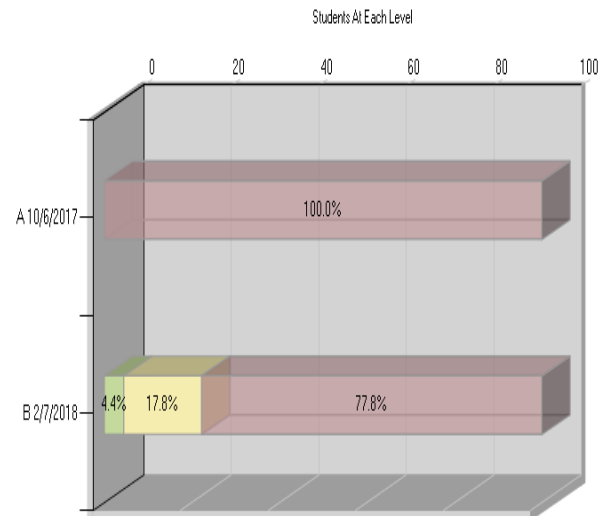
Winter: 46.8%



## Fluency Data

Fall: 0%

Winter: 4.4%

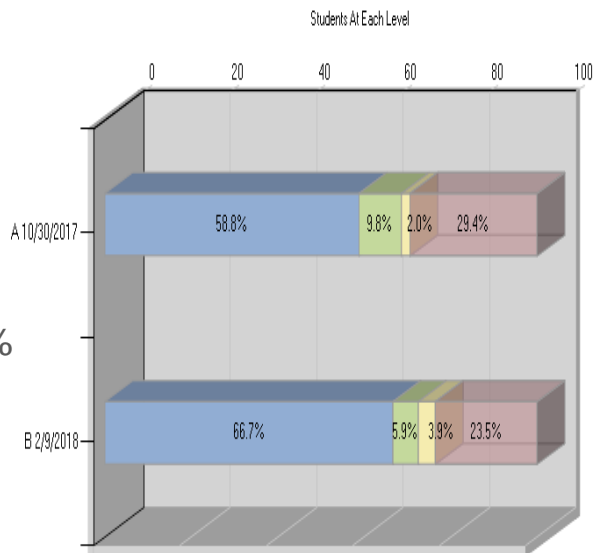


# Fourth Grade: Fall to Winter

## F&P Data

Fall: 68.6%

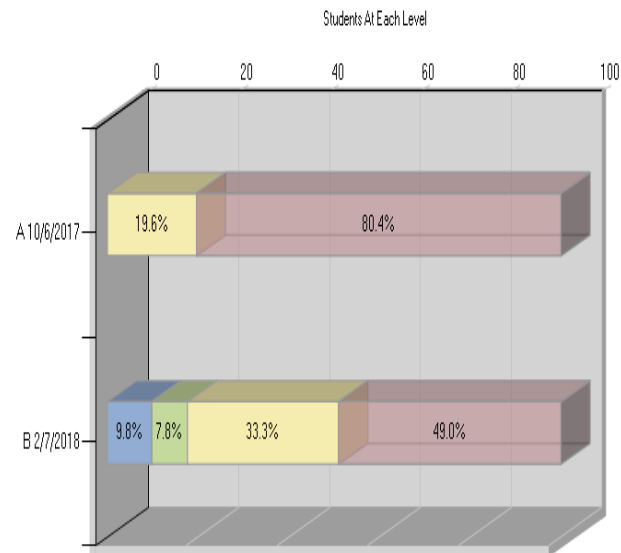
Winter: 72.6%



## Fluency Data

Fall: 0%

Winter: 18%

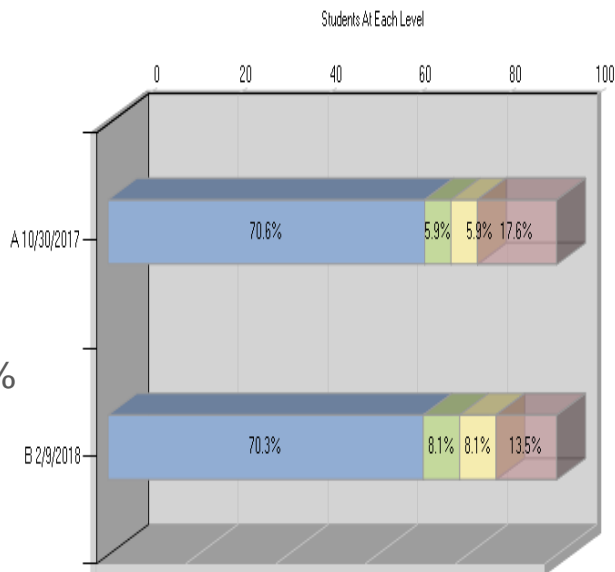


# Fifth Grade: Fall to Winter

## F&P Data

Fall: 76.5%

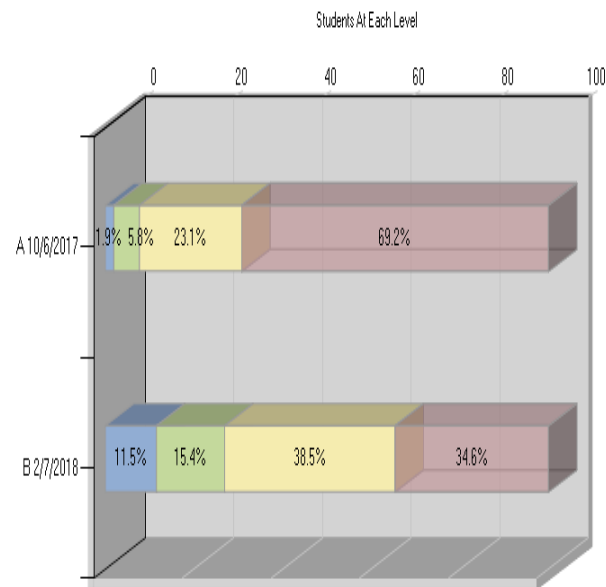
Winter: 78.4 %



## Fluency Data

Fall: 7.7%

Winter: 26.9 %





# Family Engagement

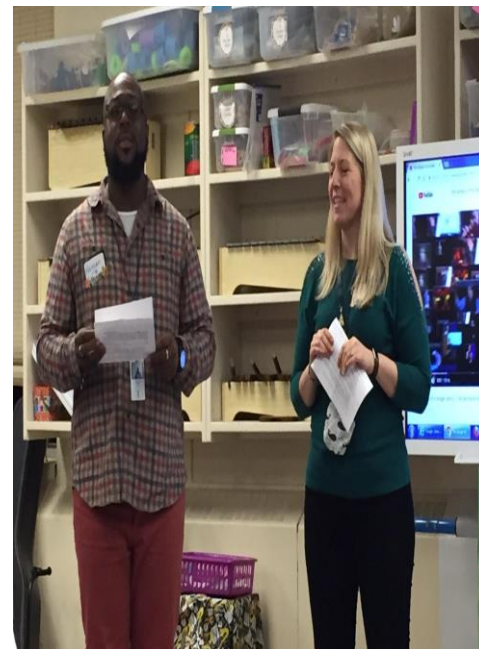
PTA

Family Feedback

Family Advisory Board



# Family Advisory Board



# Curiosity Fair





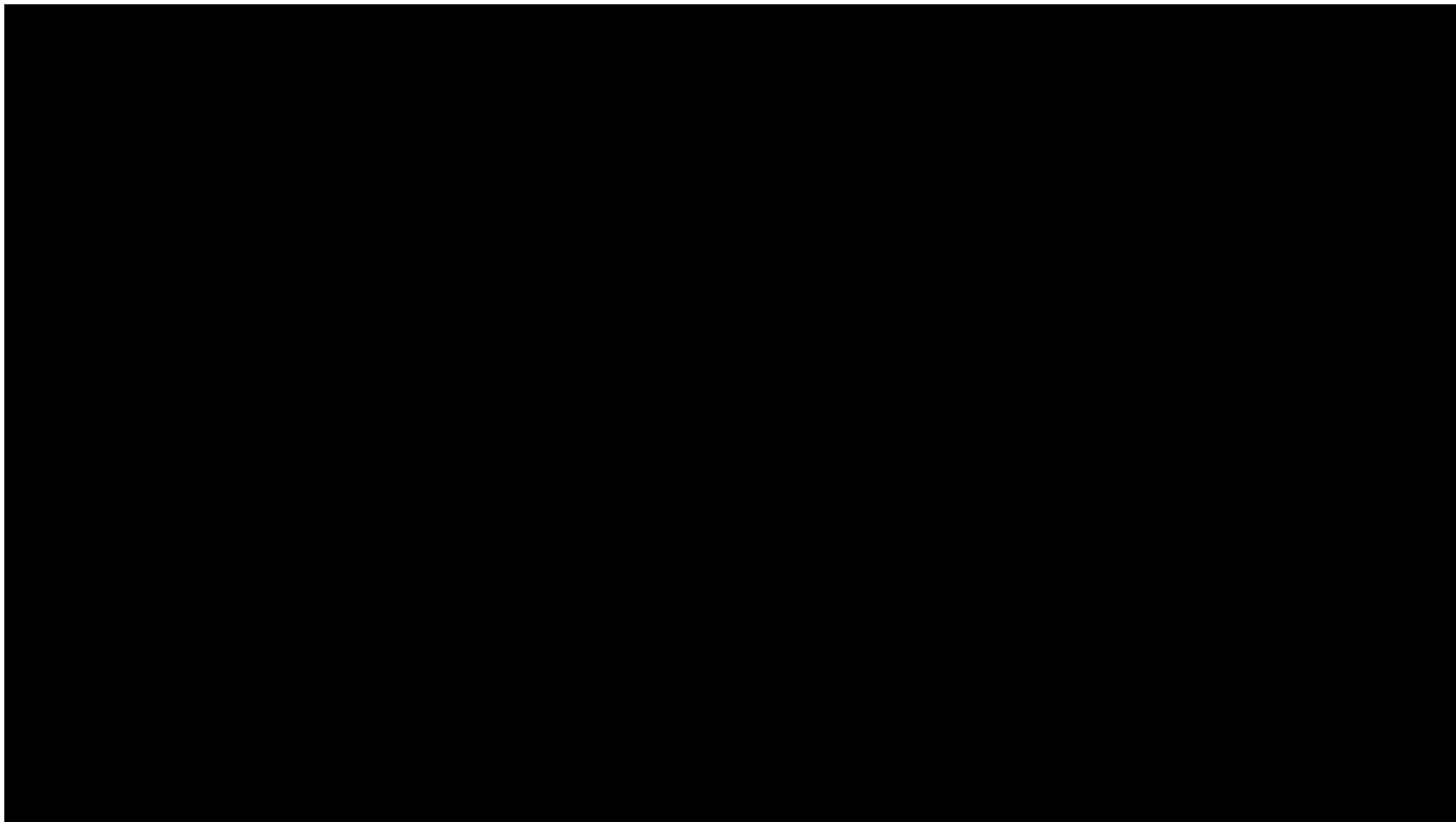
# Genius Hour



## The Process:

1. Brainstorming session.
2. Teacher and Peer Conferencing
3. Determining Guiding Questions
4. Researching
5. Create product to share their learning with an audience.
6. Present Product: gain feedback and answer questions from audience





## REPORTS OF SUSPECTED ABUSE OR NEGLECT OF ADULTS WITH AN INTELLECTUAL DISABILITY OR AUTISM SPECTRUM DISORDER

Section 46a-11b of the Connecticut General Statutes requires that certain school personnel report any suspected abuse or neglect of persons between eighteen (18) and sixty (60) years of age who: 1) have an intellectual disability or 2) receive funding or services from the Department of Social Services' ("DSS") Division of Autism Spectrum Disorder Services. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in the event that, in the ordinary course of their employment or profession, they have reasonable cause to suspect that a person with an intellectual disability or an individual receiving funding or services from DSS' Division of Autism Spectrum Disorder Services between eighteen (18) and sixty (60) years of age has been abused or neglected.

### 1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected abuse and/or neglect of adults with intellectual disabilities, but also to ALL EMPLOYEES of the Board of Education.

### 2. Definitions

For the purposes of this policy:

"Abuse" means the willful infliction of physical pain or injury or the willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where a person with an intellectual disability either is living alone and is not able to provide for himself or herself the services which are necessary to maintain his or her physical and mental health, or is not receiving such necessary services from the caretaker.

"Statutory Mandated Reporter" means an individual required by Conn. Gen. Stat. Section 46a-11b to report suspected abuse and/or neglect of adults with intellectual disabilities. In the public school context, the term "statutory mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, registered or licensed practical nurses, psychologists, social workers, licensed or certified substance abuse counselors, mental health professionals, physical therapists, occupational therapists, dental hygienists, speech pathologists, and licensed professional counselors.

### 3. Reporting Procedures for Statutory Mandated Reporters

If a statutory mandated reporter has reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the mandated reporter shall, as soon as practicable, but not later than seventy-two (72) hours after having reasonable cause to suspect abuse or neglect, make an oral report to:

Abuse Investigation Division  
Department of Developmental Services ("DDS")  
460 Capitol Avenue  
Hartford, Connecticut 06106  
Telephone: 1-844-878-8923

The statutory mandated reporter shall also immediately notify the Superintendent.

Such initial oral report shall be followed by a written report to the Abuse Investigation Division of DDS not later than five calendar days after the initial oral report was made, and a copy of any written report shall be given to the Superintendent.

4. Reporting Procedures for Non-Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as set forth above.

- a) If an employee who is not a statutory mandated reporter has reasonable cause to suspect that any person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the following steps shall be taken.
  - (1) The employee shall as soon as practicable, but not later than seventy-two (72) hours after having reasonable cause to suspect abuse or neglect, make an oral report by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
  - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years has been abused or neglected, the Superintendent or designee shall cause reports to be made in accordance

with the procedures set forth for statutory mandated reporters, set forth above.

- b) Nothing in this policy shall be construed to preclude an employee from reporting suspected abuse and/or neglect of adults with intellectual disabilities, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, directly to the Abuse Investigation Division of DDS.

5. Contents of Report

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) the name and address of the allegedly abused or neglected person;
- b) a statement from the reporter indicating a belief that the person is intellectually disabled or receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- c) information concerning the nature and extent of the abuse or neglect; and,
- d) any additional information that the reporter believes would be helpful in investigating the report or in protecting the person with an intellectual disability or who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services

6. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, and shall, to the extent feasible, endeavor to coordinate any such investigation with the investigation conducted by the Abuse Investigation Division of DDS.

The Superintendent's investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

If the investigation by the Superintendent and/or the Abuse Investigation Division of DDS produces evidence that a person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, has been



abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

7. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

8. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

9. Non-discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

November, 2017

**PERSONNEL****4114****NON-DISCRIMINATION**

The Manchester Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, [veteran status](#) or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, [veteran status](#) or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), [veteran status](#) or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

**Legal References:**

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d et seq.  
 Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.  
 Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.  
 Age Discrimination in Employment Act, 29 U.S.C. § 621  
 Americans with Disabilities Act, 42 U.S.C. § 12101  
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
 Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110-233, 42 U.S.C. § 2000ff; 29 CFR 1635.1 et seq.  
 Connecticut General Statutes § 10-153. Discrimination on basis of marital status  
 Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60  
 Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation:  
     Definitions  
 Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.  
[Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement.](#)

ADOPTED: 6-9-14

[Revised: November, 2017](#)

## ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Manchester Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), [genetic information](#), [veteran status](#) or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of ~~students~~ [all members of the school community](#).

It is the express policy of Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, [veteran status](#) or gender identity or expression. ~~In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:~~

~~Manchester Public School  
Superintendent of Schools  
45 N. School St.  
Manchester, CT 06045~~

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled, as appropriate, in accordance with other Board policies (e.g., Policy 4013, Sex Discrimination/Harassment in the Workplace (Personnel) and Policy #4012 Section 504/ADA (Personnel)).

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints ~~and/or grievances~~ facilitates the investigation and resolution of such complaints ~~and/or grievances~~. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

## Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed Remedy

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

~~Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.~~

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the

timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

~~Specifically, upon~~ Upon receipt of a written complaint of discrimination, the ~~Superintendent and/or his or her designee~~ investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of ~~his/her complaint;~~the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct ~~the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;~~ an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. ~~communicate the findings and/or results of any investigation to the complainant; and~~ maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. ~~take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee.~~ communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);
8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;
9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

If ~~the~~ a complaint involves ~~an allegation~~ allegations of discrimination ~~based on~~ or harassment based on reasons such as gender/sex or disability ~~or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and,~~ such complaints will be handled under other appropriate policies (e.g., Policy #4013) Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex) Harassment in the Workplace; Policy #4012 Section 504/ADA).

~~For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:~~ Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office of Civil Rights  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
~~Tel.~~ (617) 289-0111  
~~ocr.boston@ed.gov~~

~~If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.~~

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

~~A complainant~~ Employees may also file a complaint regarding employment discrimination with the ~~Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106 (TELEPHONE NUMBER 800-477-5737)~~ and/or the Equal Employment Opportunity Commission:

~~Equal Employment Opportunity Commission, Boston Area Office,  
John F. Kennedy Federal Building,  
475 Government Center,  
Boston, MA 02203 (TELEPHONE NUMBER 800-669-4000).  
(800-669-4000)~~

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(800-477-5737)



Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator.

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator

10/2017

Legend:
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<del>Deletion</del>
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<u>Moved to</u>

**DISCRIMINATION COMPLAINT FORM**  
**(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, veteran status or gender identity or expression)**

Name of the complainant \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination/harassment \_\_\_\_\_

Name or names of the discriminator(s) or harasser(s) \_\_\_\_\_

\_\_\_\_\_

Location where such discrimination/harassment occurred \_\_\_\_\_

\_\_\_\_\_

Name(s) of any witness(es) to the discrimination/harassment. \_\_\_\_\_

\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination or harassment \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**NON-DISCRIMINATION (STUDENTS)****5014**

The Manchester Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities on the basis of a protected race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, [veteran status](#) or gender identity or expression, and genetic information subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, [veteran status](#) gender identity or expression, or any other basis prohibited by state or federal law is prohibited. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, non academic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination.

The Board will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of discrimination.

For the purposes of this policy, “veteran” means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, ~~Definition:~~ "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form

which are included in the Board’s Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy # 5014 and are available online at the district website or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy # 5013, Sex Discrimination and Sexual Harassment; Policy #5000, Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109- 3921  
(617) 289-0111  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(800-477-5737)

Anyone who has questions or concerns about this policy, would like a copy of the Board’s complaint procedures or complaint forms related to claims of discrimination or who has questions or concerns about the Board’s policies regarding discrimination on the basis of gender/sex may contact the Board’s Title IX Coordinator.

Anyone who has questions or concerns about the Board’s policies regarding discrimination on the basis of disability may contact the Board’s Section 504/ADA Coordinator

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.* -

~~Discrimination on basis of sexual orientation~~

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

[Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement.](#)

ADOPTED: ~~November 13, 2013~~

## **ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)**

### **Complaint Procedure**

As soon as an individual feels that he or she has been subjected to discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, ~~(including pregnancy)~~, **veteran status** or gender identity or expression, he/she should make an oral complaint to the school principal. The student will be provided a copy of this regulation and made aware of his or her rights. The student will be requested to make a written complaint. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging discrimination under this complaint procedure, the Superintendent will designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
3. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law; and
4. communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within thirty (30) ~~school days~~ business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or

reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. ~~The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation.~~ The complainant (and respondent, if applicable) shall be notified of ~~such~~ any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination, adhering to the requirements of state and federal law. Corrective action should include steps to avoid continuing discrimination.

If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint.

If the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent or his/her designee shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent or his/her designee shall provide written notice to the complainant (and/or respondent, if applicable) of the proposed actions within fifteen (15) ~~school days~~ business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

~~At any time, a complainant alleging race, color or national origin discrimination has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights: , 8<sup>th</sup> Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).~~

Any student and/or parent/guardian also may also file a complaint with the Connecticut Commission on HumanOffice for Civil Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106 (TELEPHONE NUMBER 800-477-5737)., U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109- 3921  
(617) 289-0111  
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut

Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities  
450 Columbus Blvd.  
Hartford, CT 06103-1835  
(800-477-5737)

Anyone who has questions or concerns about this policy, would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator.

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Section 504/ADA Coordinator.



**DISCRIMINATION COMPLAINT FORM**  
**(For Complaints Based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, Disability, Pregnancy, [Veteran Status](#) or Gender Identity or Expression)**

Name of the complainant \_\_\_\_\_

School: \_\_\_\_\_

Date of the complaint \_\_\_\_\_

Date of the alleged discrimination \_\_\_\_\_  
\_\_\_\_\_

Name or names of the discriminator(s) \_\_\_\_\_

Location where such discrimination occurred

\_\_\_\_\_  
\_\_\_\_\_

Name(s) of any witness(es) to the discrimination/harassment

\_\_\_\_\_  
\_\_\_\_\_

Detailed statement of the circumstances constituting the alleged discrimination or harassment ([you may attach additional paper](#))

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposed remedy

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Legend:
<u>Insertion</u>
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## **Summer Education Program Policy**

The Manchester Board of Education may sponsor a summer education program providing enrichment courses, accelerated reading courses, and review courses at all grade levels. Attendance in the summer education program shall be on a voluntary basis (Policy 5120).

### **Definitions**

#### **Summer Enrichment Courses:**

Courses that allow students to study topics through challenging or unique instructional models and practices not typically available during the school year.

#### **Accelerated Reading Courses:**

Courses for students whose reading performance is below the expectation for the grade level in which the student is enrolled. These courses offer students more time to learn reading in small class environments, staffed by teachers who modify their instruction based on individual student need.

#### **Review Courses:**

Courses available for middle school or high school students who did not meet the academic expectations of the course during the regular school year.

### **Admission/Overview**

#### **1. Elementary Program**

Admission to elementary summer education classes will be limited to those students who will be enrolled in grades K-5 in September of the year of the summer education session and who are current residents. Students registering for the accelerated reading courses must be approved by the school principal.

#### **2. Secondary Program**

Admission to secondary summer education classes, grades 6-12, for enrichment or credit (grades 9-12) must be approved by the Assistant Superintendent for Curriculum and Instruction, or designee.

Admission to a review course will be permitted to students previously enrolled in the course but who have not received credit for that course. [Students who have earned credit for the course but whose grade is in the D range may, with permission of the Principal, enroll in a review course. Students who successfully complete the review course will have the grade for the course reflected as a C- on their transcript.](#)

[In order to enroll in summer school students must have:](#)

- [Earned a minimum final course grade of 40%](#)
- [Attended class for a minimum of 60% of the course](#)
- [Taken the final exam](#)

Exceptions may be considered by the department's Instructional Leader, Director of School Counseling, or Principal. Students who plan to attend a summer school program other than Manchester's must meet the same criteria as above and must seek approval prior to enrollment through the external credit option. ~~*The specific rules regarding the requirements for summer school admission for credit can be found in the Manchester High School Course Catalog.*~~

### **3. Transportation**

Transportation will be the responsibility of the parents or guardian, except that the Board of Education shall provide transportation for the Summer Education Program for:

- students enrolled in special education programs mandated by the individual student's PPT; and
- students in grades K-8.

Transportation for students in grades K-8 is subject to the provision regarding annual budgetary decisions set forth in section 8 below.

### **4. Course Credit**

Enrichment courses shall carry no credit for students in grades K-8. For students in grades 9-12, the Superintendent or his or her designee will approve credit on a course-by-course basis. Students registered in grades 9-12 courses designated "for credit" must meet both the course and Summer Educational Program regulations to receive credit.

### **5. Fees**

~~The Board of Education~~ Superintendent of Schools or his/her designee will determine, on or before February 15 May 15 of each school year, the fee schedule, in any, of its Summer Education Program. ~~The Board of Education~~ Superintendent may, ~~in its discretion~~, waive such charge or fee for any good and sufficient reason (C.G.S. Sec. 10-74a).

### **6. Special Education**

Mandated special educational services shall be free to eligible Manchester residents.

### **7. Non-residents**

Space permitting, nonresidents may be allowed, at the Assistant Superintendent of Curriculum and Instruction's discretion, to enroll in the Summer Education Program and will be required to pay fees as established by the Board of Education.

## **8. Superintendent's Reporting Obligations**

The Superintendent of Schools shall report to the Board of Education by the second November meeting on the operation of summer education programs the preceding summer. Each year, the Superintendent of Schools shall include in the proposed budget a recommendation for Summer Education Programs, including course offerings, transportation, credits, and fees. The final summer educational program budget will be based upon the Board of Education's final approved budget following the appropriation by the Board of Directors.

Legal Reference: Connecticut General Statutes

10-74a Summer courses

10-74b Grants for remedial summer school programs

Reference: 5120 Promotion/Retention/Acceleration Policy

5127.1 Specific Unit Requirements for Graduation from  
Manchester High School

5127.11 External Credit Options Meeting Manchester  
High School Graduation Requirements

**MANCHESTER PUBLIC SCHOOLS**

Manchester, Connecticut

Adopted: November 13, 1973

Revised: April 23, 2001

Revised: May 23, 2011